California Department of Education

2004 California School Recognition Program

Rubric for Scoring
Distinguished Elementary School Applications

This rubric is organized into six areas. Each area includes guiding questions and a comprehensive set of quality statements that reflect a consensus of the education community regarding the elements that should be present in an exemplary standards-based elementary school. Each area, from its perspective, focuses on how all students are provided access to, and are actively engaged in, a high quality standards-based instructional program. Correspondingly, the rubric reflects priorities in California's statewide accountability system for public schools.

The rubric will be used to evaluate 2004 Distinguished Elementary School applications based on a four-point scale (4 signifies high quality). Each level of the rubric is designed to be a holistic description, not a checklist. Evaluators will assign the score that *most closely resembles* the information provided in the application as a whole. Schools selected for recognition typically receive scores of level 3 or 4 in each rubric area. To receive those scores, schools must provide specific examples and other evidence in their responses. *Applicants are not expected to receive scores of level 4 in all areas. In some instances, level 4 describes an ideal toward which schools are encouraged to strive.* Individual schools may choose to use the rubric as a tool for self-assessment.

1 STANDARDS, ASSESSMENT, AND ACCOUNTABILITY: Monitoring School Effectiveness

How does your school community collaborate to reach consensus on what all students should know and be able to do upon leaving elementary school? How are teachers, paraprofessionals, parents, community members, and others involved in this process? How are the school and district implementing state academic and other content standards? How do the school and district evaluate student assessment data to revise the school's yearly plan for continuing reform and renewal? *Important references include the Single Plan for Student Achievement and the Local Education Agency Plan (LEAP).* How are results of student assessment data communicated to parents, including those not fluent in English, and to the community, in addition to the School Accountability Report Card? *Statewide measures include: Adequate Yearly Progress (AYP), the Academic Performance Index (API), the Standardized Testing and Reporting (STAR) system (California Achievement Test, 6th Edition and California Standards Tests), and the California English Language Development Test (CELDT). Local outcomes should include data from standards-based benchmark assessments for district-defined priorities.*

4. Makes a Strong Case	3. Makes an Adequate Case	2. Makes a Limited Case	1. Makes a Minimal Case
Evidence shows how representatives of **all** segments of the school community--staff, school site council, families, and community members--collaborate to establish a clear vision of what students are expected to learn based upon state-adopted standards and performance levels. Examples show how the school's vision includes what exemplary performance looks like based on current research and practice on effective elementary teaching and learning and incorporates the cultural diversity of the student population. The vision statement is reviewed and updated periodically.	Evidence shows how school staff, school site council, and selected parents collaborate to establish a clear vision of what students are expected to learn based upon state-adopted standards and performance levels. Examples include how the vision reflects current research and practice and acknowledges the cultural diversity of the student population. The vision statement is reviewed and updated periodically.	There is a process for administrators and some teachers to determine what students should know and be able to do. The vision statement is generally consistent with the curriculum and is periodically reviewed.	The school has a statement of philosophy and goals that is kept on file at the school. It may not be consistent with the curriculum or reflected in day-to-day operations.
Evidence shows how the school plan for continuing reform and renewal--developed with the school community each year--focuses on the achievement of grade-level standards by all students. Examples show how standards for ELA, math, science, history/social science, and English language development (ELD) are in place, and how State Board-adopted core instructional materials are used in each grade level. Examples also address how the plan is used to continually monitor, evaluate and sustain overall program effectiveness.	Evidence shows how a school plan, developed with the staff each year, focuses on the achievement of grade-level standards by all students. Standards for ELA, math, science, history/social science, and ELD are in place. Examples show how the plan is analyzed in a variety of ways to evaluate overall program effectiveness.	There is a process for school staff and the school site council to develop a school plan each year to evaluate some aspects of its program. Work is underway to develop local standards for ELA, math, science, and history/social science.	There is very little discussion regarding expectations for students. The district has adopted state standards in ELA, math, science, and history/social science.
Evidence shows how the school community examines local and state student and school assessment data on an ongoing basis to see how students are meeting statewide standards. The data are disaggregated by student characteristics--primary language, gender, ethnicity, Title I program participation, special education, GATE, etc. Examples demonstrate how results are used to address needs including improving instructional practices, providing appropriate interventions, and reallocating fiscal, personnel, and material resources consistent with school improvement plan goals for student achievement. These changes are integrated into the school plan.	Evidence shows how teachers and some members of the school community examine local and state student and school assessment data to make instructional and budget decisions regarding the school program. The data are disaggregated by selected student characteristics. Adjustments to the school plan are consistent with school improvement plan goals for student achievement.	There is a process for leadership staff to examine local and state student and school assessment data to make instructional decisions about the school program. The data are disaggregated by some student characteristics. It is unclear if the results of the analysis are incorporated.	Administrators and selected teachers review student and school assessment data. Disaggregation of data is not discussed. Some teachers may make instructional decisions for their own classes.

1 STANDARDS, ASSESSMENT, AND ACCOUNTABILITY: Monitoring School Effectiveness *(continued)*

4. Makes a Strong Case	3. Makes an Adequate Case	2. Makes a Limited Case	1. Makes a Minimal Case
Evidence shows how the vision statement and the results of the monitoring and evaluation process are communicated to all segments of the school community in a variety of ways, and in multiple languages (as appropriate) that extend or enhance the School Accountability Report Card (SARC). The SARC is readily available on the district's Web site and contains additional information on school programs.	Evidence shows how the vision statement and the results of the school evaluation process are communicated to families and other representatives of the school community in the legally required SARC. The SARC is readily available on the district's Web site.	There is a process for some communication with families and the community regarding the school's vision or evaluation results. A SARC has been developed.	Strategies for reporting school evaluation results to families and the community are not presented. A SARC is being developed.

2 STANDARDS, ASSESSMENT, AND ACCOUNTABILITY: Student Assessment

How does the school use state, district, school, and classroom student assessment information throughout the school year to improve student achievement of proficiency in content standards? How does the school monitor and report students' progress toward meeting standards, both schoolwide as well as for individual students? How do teachers use assessment information, including standards-aligned curriculum-embedded assessments, to plan, modify, and strategically target curriculum and instruction, including homework, to students' needs? How does technology facilitate the use of student assessment information in analysis of student progress and decision-making by teachers and the principal? What examples in English-language arts (ELA) and mathematics illustrate how student achievement data were used to implement specific changes in the school's curriculum, instructional practices, and classroom assessment strategies that contributed to improved student achievement? How are school staff involved in the reporting, notification, and interpretation of student assessment results and progress toward achieving standards to parents and the community (including those not proficient in English)? *Assessment methods may include, but should not be limited to: writing samples, teacher and student evaluation of student work (rubrics, project scoring guides, portfolios, grades); district-developed assessments, criterion-referenced assessments, standards-aligned curriculum-embedded assessments, and other assessments linked to instructional materials; and, publishers' standardized norm-referenced tests.*

4. Makes a Strong Case	3. Makes an Adequate Case	2. Makes a Limited Case	1. Makes a Minimal Case
Evidence shows how a local assessment system links local, school and classroom assessment to statewide assessment and how assessment data from state-adopted instructional materials are central to the system. Examples illustrate the means by which student and school progress toward achieving standards can be measured and communicated, and are based upon professional staff consensus.	Evidence shows how a local assessment system is in place and that staff has reached professional consensus regarding what students should know at each grade level. Examples show how staff are working on how students will demonstrate that knowledge. Student and school progress toward achieving standards is measured and communicated.	There is a process for developing a local assessment system. Teachers are in the process of reaching agreement about what students should know and be able to do at each grade level.	There is no evidence that teachers agree about what students should know and be able to do.
Evidence shows how teachers use assessment information and collaborate to plan and modify curriculum and lesson delivery on an ongoing basis. Examples demonstrate how the district and/or school has common standards-aligned curriculum-embedded assessments in ELA and math that teachers use to make instructional decisions. Examples also address how homework and interventions for students needing assistance in meeting the standards are based on assessment results.	Evidence shows how teachers use assessment results to plan and modify curriculum and lesson delivery on an ongoing basis, and how teachers apply appropriate interventions, including homework. Examples are provided in ELA and math.	Teachers in some grade levels or subject areas have a process to periodically use student achievement information in planning for curriculum and instruction.	The description indicates that student performance is viewed as separate from instruction. In general, instruction and curriculum are unaffected by assessment.
Evidence shows how students know what is expected to produce proficient work. Examples describe how students regularly evaluate their own work against criteria, reflect on their progress, and identify their strengths and weaknesses. Evidence also shows how student report cards are based upon progress toward achieving standards, and address social, emotional and physical development.	Evidence shows how students are responsible for producing quality work and being productive. Examples show how students occasionally analyze their own work, reflect on their progress, and identify their strengths and weaknesses. Report cards address student progress toward achieving standards.	There is a general description about students analyzing their own work. Student report cards that include their progress toward achieving standards are being developed.	The description indicates that students depend on their teachers to identify their strengths and weaknesses rather than by analyzing their own work. Report cards do not include progress toward achieving standards.

2 STANDARDS, ASSESSMENT, AND ACCOUNTABILITY: Student Assessment *(continued)*

4. Makes a Strong Case	3. Makes an Adequate Case	2. Makes a Limited Case	1. Makes a Minimal Case
Evidence shows how families routinely receive information about grade level standards. Examples describe how staff communicates to families what is expected for proficient work based on state-adopted performance levels, interprets for families the significance of student assessment results, and advises families about how their children can improve their achievement. Families of EL students receive information in their primary language(s).	Evidence shows how families receive information about their children's assessments results. Efforts are made to communicate students' results to families in their primary language(s).	There is a process for families to receive information about their children's assessment results.	Strategies for reporting individual student assessment results to families are not described.

3 ACADEMIC EXCELLENCE: Curriculum and Instructional Practices

How does the school make sure it provides every student with a comprehensive core curriculum and instruction that is aligned to content standards and articulated across grade levels and with pre-Kindergarten, middle school, and after-school programs? How does the school work with local entities to address pre-K school readiness issues? How is curriculum aligned or being aligned to local and state standards? How do teachers work together to assess student work and plan and modify curriculum and instruction, including homework? How are additional services identified and provided to meet student academic needs? How do teams of teachers design and implement standards-aligned thematic units of instruction that are also based upon state-adopted instructional materials? How are all students provided with a variety of challenging learning experiences including service learning experiences? What are examples that illustrate the use of standards-aligned instructional materials and standards-based strategies in ELA and math in the primary and in the intermediate grades at the school? How is the school involved in the selection of aligned, standards-based instructional materials, and are all students provided with those materials? How do library media resources and services and technology support standards-based classroom instruction and contribute to improved student achievement *(include the number/ types of technology tools, frequency of usage, population of users, use of the Internet, print/media circulation, etc.)*? What is the school's plan for technology use at the school site and the ongoing process of integrating technology into the total school program? How does high quality technology support student instruction and the cultivation of technology literacy? What is the extent of electronic networking infrastructure throughout the site and beyond?   ***NOTE: THIS QUESTION WILL BE WEIGHTED DOUBLE IN THE SCORING PROCESS.***

4. Makes a Strong Case	3. Makes an Adequate Case	2. Makes a Limited Case	1. Makes a Minimal Case
Evidence shows how a balanced, comprehensive, standards-aligned core curriculum is provided to all students in all subject areas. Examples include how teacher teams work together to align instruction to the knowledge and skills described in the standards and to state-adopted instructional materials. Examples show how teachers understand the developmental needs of students and provide a curricular program that is responsive to these needs, and how curriculum planning is based upon current research on best practices in elementary education. Examples reflect ELA, math, and at least one other curricular area.	Evidence shows how a comprehensive core curriculum is provided to all students in all subject areas. Examples show how curriculum is aligned to local and state standards in some areas, how teachers are aware of the developmental needs of students, and how curriculum planning is based upon current research on best practices in elementary education. Examples are provided in ELA and math.	The process for providing a comprehensive core curriculum to most students is described. There is a plan to align core curriculum to local and state standards and some efforts are underway in some areas. Curriculum planning is based upon knowledge of best practices in elementary education.	It is not clear that a comprehensive core curriculum is provided for all students. Discussions about aligning curriculum to standards are just beginning. Some students may receive a different curriculum based upon perceived ability levels.
Evidence shows how the standards-based core curriculum is articulated across grade levels, with pre-K, middle school, and with after-school programs, and how teachers also meet with pre-K staff to discuss school readiness issues. Examples, in at least ELA and math, include how teachers meet to share student achievement information across grade levels and programs and plan intervention strategies where needed.	Evidence shows how there is articulation of some core curricular areas across grade levels and with middle school, and how efforts are under way in others. Articulation with pre-K staff are in the beginning stages. Examples show how teachers meet with teachers in the next grade level and middle grade teachers to share student information and to plan intervention strategies where needed.	A process is described for staff to meet periodically for curriculum articulation across grade levels and for teachers in the next grade level to share student information. There are plans for articulation with middle school and pre-K.	Alignment and articulation of the curriculum are not presented. There is no evidence of articulation to share student information to plan intervention strategies.
Evidence shows how the school facilitates teacher collaboration at every grade level to design and implement standards-aligned units of core curricula, using state-adopted instructional materials. Examples include how service-learning strategies are incorporated to enhance the curriculum with real-world experiences and provide connections to the community.	Evidence shows how teachers collaborate at some grade levels to design and implement standards-aligned units in ELA and math, using state-adopted instructional materials. Examples show how some service-learning strategies are used to provide real-world experiences.	There is a description of a process by which teachers collaborate to design standards-aligned units of instruction in some core curricular areas. Some efforts are underway to enhance the curriculum with real-world experiences.	Discussion of teacher collaboration for standards-aligned instruction is limited. There is minimal evidence that curriculum is enhanced with real-world experiences.

3 ACADEMIC EXCELLENCE: Curriculum and Instructional Practices *(continued)*

4. Makes a Strong Case	3. Makes an Adequate Case	2. Makes a Limited Case	1. Makes a Minimal Case
Evidence shows how staff use a variety of methods to meet the instructional needs of all students. Examples illustrate how there is a balance between independent and collaborative student work, teacher-directed, and student-centered work. Examples also include how homework supports students' instructional needs and how extensions are provided for students who seek additional challenges.	Evidence shows how a variety of instructional methods is being used in all classrooms and curricular areas and how instructional groupings vary with the nature of the task including working in groups and independently. Examples explain the role of homework and how extensions are provided for students who seek additional challenges.	There is a general discussion about how various instructional methods are used in some curricular areas. Staff are working on strategies to provide a greater variety of learning experiences. Students receive extra help on an as-needed basis.	Evidence shows that most learning takes place through lecture, whole-group instruction, and traditional ability groups.
Evidence shows how all students are provided with aligned, standards-based instructional materials. Members of the school community participate in the selection of those instructional materials. Examples illustrate the role of current research, how materials are examined to determine their effectiveness in meeting the needs of all students, and how materials reflect the diversity of California's population. Examples also include how community resources are used to enhance the core curriculum with real-world experiences.	Evidence shows how all students are provided with aligned, standards-based instructional materials. School and district staff solicit community opinion in the selection of those materials. Examples describe how the effective-ness of materials is evaluated and how efforts are underway to enhance the curriculum with real-world experiences.	There is general information that most students are provided with aligned, standards-based instructional materials. The process by which school and district staff select textbooks and materials is described. It is not clear whether materials are examined for effectiveness.	It is not clear if most students are provided with aligned, standards-based instructional materials. Discussion indicates that some school staff are involved in the selection of those materials. The effectiveness of the materials is not addressed.
Evidence shows how a high-quality library media program is an integral part of teaching and learning. It is staffed with a credentialed library media teacher and support staff. Examples describe current technology, and learning resources for all subjects to meet the diverse needs of all students, including those with learning disabilities and physical challenges. Examples include how the center is flexibly scheduled and available to students and families beyond the school day.	Evidence shows how the library media program is part of learning activities and is operated with a full-time staff, current technology, and appropriate learning resources. Examples show how accommodations are available for students with special needs and how the library is available to students and families beyond the school day.	There is a general discussion about learning activities being supported by a library media center. Some technology and learning resources are available. There is some discussion of accommodations for students with special needs.	Learning activities are supported by a library kept open by volunteers. Accom-modations for students with special needs are not mentioned.
Evidence shows how technology is used to enhance teaching, learning, and the administration of school programs. The school or district plan for technology use includes evaluation based on student achievement, to expand the depth and scope of the curriculum, and to obtain information outside the classroom. Software and online resources are selected on the basis of proven ability to raise achievement of state-adopted standards. Electronic networking is in place at the site and beyond.	Evidence shows how technology is used to help students increase knowledge and skills, and expand the depth and scope of the curriculum. A school or district technology plan guides procurement and implementation. Implementation of electronic networking at the site and beyond is nearly complete.	There are general statements that the district or school has a technology plan. The school is in the process of developing a program in which technology will be used to expand the curriculum. Planning of electronic networking at the site and beyond is underway.	There is no discussion of a school or district technology plan. Technology is used primarily for record-keeping and data collection. Student access to technology is limited to beginning computer literacy or drill and practice.

4 ACADEMIC EXCELLENCE: Professional Development

How does professional development prepare all teachers, administrators, and other staff to help students achieve local and state standards through effective standards-based lessons in all curricular areas, particularly in ELA and math? How are staff development and professional collaboration aligned with standards-based instructional materials? How does the school coordinate a variety of funding sources to provide training? How does professional development enhance the understanding of student developmental needs? How are professional development programs selected and evaluated? How does the school incorporate scientifically based research into professional development activities to improve student academic achievement? How is teacher professionalism supported and what opportunities are available for teachers to collaborate, broaden their knowledge, and participate in decision-making? What professional development is provided for other school personnel and families? How are new teachers selected and supported? What opportunities are available for teachers to articulate with teachers from other grade levels, pre-K and middle school? *Professional development activities should reflect awareness of: Designs for Learning, the California Standards for the Quality and Effectiveness of Beginning Teacher Support and Assessment Programs, Elementary Makes the Grade!, and First Class. Discussion may also include, but is not limited to: AB 466 and AB 75 training; leadership academies; subject matter projects; networks and consortia; professional organizations; the Bilingual Teacher Training Program; teacher education institutes; and peer assistance and review.*

4. Makes a Strong Case	3. Makes an Adequate Case	2. Makes a Limited Case	1. Makes a Minimal Case
Evidence shows how professional development is aligned with the school's standards-based instructional materials and is evaluated based on student progress in meeting standards. There is a comprehensive, long-range professional development plan for teachers and administrators that includes the importance of understanding student developmental needs, and participation in AB 466 programs and AB 75 principal training. The plan includes how available funding sources are coordinated to provide training. Examples in ELA and math illustrate the impact of these activities on student achievement.	Evidence shows how professional development focuses on preparing teachers to help students achieve standards. There is a professional development program for teachers and administrators that includes AB 466 programs and AB 75 principal training. Plans are underway to judge the effectiveness of the professional development program based upon student assessment data. Examples of professional development activities are provided in ELA and math.	There is general discussion about a professional development program that will focus on helping students achieve standards.	Individual teachers determine professional development based upon their interests and classroom needs. A professional development plan is not addressed.
Evidence shows how teachers collaborate as a group to reach consensus about curriculum, instruction, discipline, teacher and program evaluation, school operations, etc. Each grade level determines and adjusts the yearly pacing schedule in at least ELA and math. Examples describe how frequent, routinely scheduled opportunities provide teachers with time to collaborate, plan lesson delivery based on assessment data for adopted instructional materials, share educational research, reflect on classroom practices, and confer about specific student challenges. Examples also address how all school staff are honored as an essential part of a team to enable students to succeed.	Evidence shows how teachers collaborate to make decisions about curriculum, instruction, discipline, teacher and program evaluation, school operations, etc. Examples show how there are many opportunities for teachers to collaborate, share educational research, and reflect on classroom practices. Examples show how the school recognizes that everyone plays a part in student success.	There is general discussion about teacher collaboration. Teachers serve on committees and efforts are underway to increase teacher involvement in decision-making. There is some discussion of how staff are recognized for helping students succeed.	The principal makes most of the decisions with suggestions from selected teachers. There is no discussion of opportunities for teachers to collaborate. There is no mention of staff recognition.

4 ACADEMIC EXCELLENCE: Professional Development *(continued)*

4. Makes a Strong Case	3. Makes an Adequate Case	2. Makes a Limited Case	1. Makes a Minimal Case
Evidence shows how teachers and staff participate in professional development activities that are aligned with their school's standards-based instructional materials, and how teachers, library media teachers, and staff provide staff development for their colleagues. Examples include how health/PE teachers, Pupil Personnel Services staff, school nurses, and classified employees participate in professional activities in their fields, and how parenting/adult education classes are offered to support student learning.	Evidence shows how teachers participate in a variety of professional development activities based on state standards. Examples show how opportunities are provided at staff meetings for teachers to share what they have learned, and how other staff members are included as appropriate. Families receive information to help them support student learning.	Teachers participate in some professional development but support by the district or school is limited. Opportunities to share information are limited. Families receive information to help them support student learning only through parent-teacher conferences and report cards.	It does not appear that teachers attend professional development activities consistently. Financial support is limited. Families are not assisted in supporting student learning.
Evidence shows how new teachers are carefully selected, assigned, supported, and monitored with a professional development plan. Examples describe how a qualified support network is provided throughout the first two years.	Evidence shows how new teachers are selected, assigned, supported, and monitored with a professional development plan.	A mentor teacher provides the only support for new teachers.	There is no information provided about new teachers.
Evidence shows how sharing of student results from one grade level to the next is a schoolwide process. Examples describe how teachers have regular opportunities to articulate with pre-K and middle school staff about the students they serve and to actively facilitate seamless transitions for students and families. Everyone is knowledgeable about children's growth and development.	Evidence shows how student results are shared from one grade level to the next in most areas, including ELA and math. Examples show how teachers have some opportunities to articulate with pre-K and middle school staff about the students they serve and to facilitate seamless transitions for students and families.	There is a general discussion about how student results are shared from one grade level to the next. Articulation activities with pre-K and middle school are being planned.	Sharing of student results between grade levels is minimally addressed. There is no discussion of articulation between grade levels or with pre-K or middle school.

5 SUPPORT FOR STUDENT LEARNING: Student Support Services

How does your school's learning support system provide comprehensive student support services for all students? How does the school ensure a safe and secure learning environment and support student health, including programs and partnerships that promote healthy student behaviors and keep the school free from drugs, alcohol, tobacco, crime, and violence? How does the coordination of services support the physical, mental, and social/emotional health of students? How are students at-risk and with special needs identified and assessed at your school? What programs and strategies do you use to ensure access to and success in the regular curriculum for these students? How does the school staff assist students with disabilities to achieve their Individualized Education Plan (IEP) goals, to progress in the regular curriculum, and to be educated with non-disabled students? What programs and strategies are used by the school to facilitate the acquisition of English by English learners (ELs), including English language development (ELD)? How are extended learning activities used to support students at-risk and with special needs?

Students at-risk and with special needs include, but are not limited to: gifted and talented students; English learners; students from culturally and ethnically diverse families; transient students; students not achieving their identified learning potential; students with attendance problems, discipline problems, family-related issues, health-related issues, and nutrition-related issues; students with mobility/transfer issues; and students receiving special education services.

4. Makes a Strong Case	3. Makes an Adequate Case	2. Makes a Limited Case	1. Makes a Minimal Case
Evidence shows how the school has a comprehensive support system for guidance and counseling that includes all three domains--academic, personal/social development, and career awareness. The school has a written support plan for all students that describes the services provided to students who may exhibit attendance, academic, behavioral, or adjustment problems. Examples describe these services, how staff are knowledgeable about and committed to promoting a comprehensive youth development program and how services are provided to all students.	Evidence shows how the school has an established guidance and counseling program and how it is provided to most students. Examples show how student learning support services are available to all students who exhibit any attendance, academic, behavioral, or adjustment problems.	There is general discussion about the school's guidance and counseling program. Services are available to students upon request. Student learning support services are available to students on a referral basis.	There is minimal information about efforts to provide guidance and counseling services.
Evidence shows how there is a schoolwide focus on student safety, health, and well-being. A Safe Schools Plan is reviewed and updated yearly. Examples address how a sequential health education curriculum is provided at each grade level, including a quality physical education program in accordance with Education Code. The Healthy Kids core modules are administered. Examples show how comprehensive alcohol, drug, and tobacco prevention programs assist students in making healthy choices. Students with chronic diseases (e.g., asthma, diabetes) have current school health care plans and easy access to their necessary medications. Examples show how coordinated programs are being developed.	Evidence shows how a schoolwide focus on safety, health, and well-being promotes safety, healthy behaviors, including a physical education program in accordance with Education Code. A Safe Schools Plan is reviewed and updated yearly. Students with chronic diseases have easy access to their necessary medications.	There is a general discussion about policies and procedures that address a secure environment. There are some programs to promote healthy student behaviors. A Safe Schools Plan is reviewed and updated yearly. Physical education instruction is provided.	Issues relating to student safety and health are generally addressed. A Safe Schools Plan is present as required by law. Physical education instruction is not addressed in the application.
Evidence shows how the school provides students access to support services in physical, mental, and social/emotional health to maximize student achievement. The support system is well-coordinated. Examples show how well-established partnerships with community, health, mental health and social services, recreation providers, and law enforcement agencies coordinate services for students and their families.	Evidence shows how the school works closely with some health and social services and law enforcement agencies to provide services to students and families. Examples show how students may be referred to collaborative panels such as student success teams (SST) or school attendance and review boards.	There is a general discussion of how the school is developing a process for coordinating health and social services for students and families. There is limited collaboration with law enforcement agencies.	The school may notify families about health and social service providers as needed, but takes no responsibility beyond that. There is no evidence of collaboration with law enforcement agencies.

5 SUPPORT FOR STUDENT LEARNING: Student Support Services *(continued)*

4. Makes a Strong Case	3. Makes an Adequate Case	2. Makes a Limited Case	1. Makes a Minimal Case
Evidence shows how the school takes responsibility for active and early assessment and identification of students at-risk and with special needs. Examples address how a schoolwide student success team (SST) and parents identify the ways in which the school, family, and community will help the student to succeed. The school has established meaningful parent compacts with the families of Title I students. Examples describe how interventions and student work are reviewed and evaluated frequently.	Evidence shows how school, family and community resources are used to assist at-risk and special needs students. Responsibilities are not clearly defined. Examples show how strategies such as the SST and meaningful parent compacts identify how the school and family will help the student to succeed. Interventions and student work are reviewed frequently.	There is a discussion of the process used by the school to identify and assess students at-risk and with special needs. Individual teachers develop strategies to help students succeed. Interventions and student work are reviewed and evaluated infrequently.	It is not clear whether anyone at the school takes responsibility for helping students succeed who are at-risk and have special needs.
Evidence shows how the school provides extended learning activities beyond the typical school day (e.g., summer school, before- & after-school programs, tutoring, homework centers, intersessions in year-round schooling, etc.), how these are aligned with standards, and how students at-risk are given enrollment priority.	Evidence shows how the school provides extended learning activities beyond the typical school day and how at-risk students are encouraged to attend.	Evidence shows that the school provides a limited amount of extended learning activities beyond the typical school day. Only a few at-risk students attend.	Evidence that addresses extended learning activities beyond the typical school day is not provided.
Evidence shows how special education students are provided full access to the standards-based core curriculum. Examples include how they are transitioned to and supported in mainstream classes, including full inclusion. A credentialed school nurse is available to provide or supervise health services including specialized physical health care services.	Evidence shows how special education students are successfully transitioned to and supported in mainstream classes. Health services are provided by a credentialed school nurse, or by trained and licensed staff supervised by a school nurse.	There are general statements that special education students are being mainstreamed.	Information about special education students is not provided.
Evidence shows how EL students receive ELD standards-based instruction to acquire English language skills, and that assessment of ELs is performed in a way that distinguishes the need for content instruction from limited English skills. Examples address how the (high) redesignation rate of EL students is evidence of provisional success in achieving English proficiency, and how the continued improvement of redesignated EL students is monitored in relation to their English-speaking peers.	Evidence shows how EL students receive ELD standards-based instruction to acquire English language skills, are provided access to the core curriculum, and are assessed appropriately to accurately depict their knowledge and growth.	There are general statements that students are supported in acquiring English language skills and that they are provided access to the regular curriculum.	School demographics indicate the presence of English learners, but there is no information regarding English language acquisition services.

6 SUPPORT FOR STUDENT LEARNING: School Culture and Engaging the School Community

How does the culture of the school support student success in achieving standards? How does the school support the developmental characteristics of elementary students? How does the culture of the school promote positive character traits and good citizenship and support non-violent conflict resolution? How does the school engage families and the community to support student learning and become collaborative partners in the education of their children? What opportunities do students have to provide service to their communities and to engage in service learning experiences? How do partnerships with the school support and expand student learning, strengthen the curriculum, and develop student awareness of the connection between school and careers? How does the school's physical environment provide an exemplary learning environment? *Community partnerships may include, but are not limited to: other elementary schools, pre-schools, middle and high schools; colleges, universities and other post-secondary institutions; networks (e.g., CA Technology Project (CTAP), CA Learning Resources Network (CLRN), CA Statewide Agreements for Resources in Technology (C-SMART), Technology Information Center for Administrative Leadership (TICAL), etc.); community agencies; law enforcement; service and fraternal organizations; associations and clubs; businesses and industries; labor; government agencies (e.g., state and federal forestry, wildlife and agricultural agencies, Bureau of Land Management, CalTrans, National Weather Service, etc.); faith-based organizations; and, other entities unique to the area. **NOTE:** Service-learning strategies teach the academic curriculum through assessing and meeting community needs, using youth voice, and allowing time for reflection. Activities can include school-community gardening, buddy reading, intergenerational mentoring, recycling, etc.*

4. Makes a Strong Case	3. Makes an Adequate Case	2. Makes a Limited Case	1. Makes a Minimal Case
Evidence shows how the culture of the school reflects energy, enthusiasm, and a commitment to a standards-based and aligned educational system where all students can and will achieve grade level standards. Examples show how the commitment to standards-based instruction is demonstrated to and by staff, students, and the community in a variety of ways. Examples also include how the developmental characteristics of elementary-aged students are strategically incorporated into the school's academic goals.	Evidence shows how the culture of the school encourages all students to be academically successful, and how the school is moving toward a focus on standards-based learning. Examples demonstrate how the developmental characteristics of elementary-aged students are strategically incorporated into the school's academic goals.	There is a general discussion that the school culture reflects a desire to help students succeed. Work on standards-based learning is in the beginning stages. The developmental characteristics of elementary-aged students are incorporated into the school's academic goals.	Standards-based learning is generally addressed. The school's primary focus appears to be classroom management and curriculum coverage.
Evidence shows how the culture of the school supports all students' growth and development in social, emotional, and physical domains, as well as academics. Required vision and hearing screening at legally specified intervals ensures that students are physically able to learn.	Evidence shows how the culture of the school encourages student growth and development in social, emotional, and physical domains, as well as academics. Vision and hearing screening are performed by qualified personnel.	Discussion indicates that the staff of the school are just beginning to be aware of the social, emotional, and physical domains as important to student learning.	Minimal information is provided that the school promotes youth development.
Evidence shows how the school develops and reinforces positive character traits such as caring, citizenship, fairness, respect, responsibility, and trustworthiness through a systematic approach that includes adult modeling, curriculum integration, and school policies and practices. Examples show how effective programs prevent violence and help students learn to deal with conflict, and how bullying prevention and conflict resolution programs are working successfully.	Evidence shows how the staff as a whole promotes and models positive character traits and what programs, policies, and procedures are in place to prevent bullying and help students deal with conflict in a non-violent manner.	Individual teachers and staff promote and model positive character traits. The importance of bullying prevention programs and of helping students learn to deal with conflict is discussed.	Minimal information is provided that the school supports positive character traits. Bullying and conflict resolution issues are not addressed.

6 **SUPPORT FOR STUDENT LEARNING:** School Culture and Engaging the School Community *(continued)*

4. Makes a Strong Case	3. Makes an Adequate Case	2. Makes a Limited Case	1. Makes a Minimal Case
Evidence shows how the school has a comprehensive understanding of the community it serves. Examples describe how strategies successfully engage the interest of families and other segments of its community and involve them in school activities, how the cultural diversity of families is valued and demonstrated in a variety of ways, and how the school enjoys a high level of support.	Evidence shows the ways in which many independent connections and activities involve families and the community, but there may not be an ongoing, systematic approach to use those resources. Examples include how the cultural diversity of families is acknowledged and supported.	There is general discussion of efforts to accommodate families and community members who offer to participate, but there is no plan for outreach.	The discussion indicates that the school is aware of the importance of engaging its community and strategies are being developed.
Evidence shows how families and community members are offered a variety of options for contributing to the success of the school, and many routinely participate in its daily activities. Examples include how student service-learning strategies or volunteer activities are used to enhance the curriculum with real-world experiences and provide connections to careers and the community.	Evidence shows how some family members regularly volunteer at the school and serve on committees that address both academic and nonacademic issues. Examples show how service-learning strategies or volunteer activities are used to enhance the curriculum with real-world experiences and provide connections to the community.	Families participate in fund-raising, extracurricular activities, and parent-teacher organizations. They may occasionally serve in advisory roles to offer opinions on policy decisions. Limited opportunities are provided for students to contribute in meaningful ways to the school and community.	Some families are involved in fund-raising, extracurricular activities and organizations, but are not encouraged to play a role in decision-making. Opportunities for students to contribute in meaningful ways to the school and community are not discussed.
Evidence shows how well-established collaborative community partnerships provide substantive support, e.g., for monetary and material support and for expanded student learning experiences. Evidence shows how the partnerships have had a positive impact on student learning and improved student performance.	Evidence shows how the school has some school-community partnerships one or more of which, in addition to providing monetary and material support, expands student learning and provides students opportunities to contribute to the community.	The school may have a few partnerships and is developing others. Their primary purpose is to provide monetary and material support to the school.	The school is aware of the potential for school-community partnerships and there are plans to establish at least one.
Evidence describes how district and community resources are provided to ensure that the facilities and campus are clean and in good repair and school reflects the importance of education in society. Examples also address how all school environments are stimulating, educationally appropriate (e.g., classroom and office size) and reflect pride in school and student efforts.	Evidence shows how the campus is clean and in good repair, how repairs and maintenance are completed as district resources permit, and how proactive efforts are ongoing to find supplementary community resources. Examples show how classroom environments are stimulating, educationally appropriate (e.g., classroom and office size), and reflect pride in school and student efforts.	There is general discussion that the district and school are exploring resources to make needed repairs or to enhance the facilities. The condition of the campus and classrooms does not meet high standards for cleanliness, educational appropriateness, community support, or school pride.	It appears that district and school efforts to make needed repairs or to enhance the campus are minimal. The campus and classrooms show evidence of graffiti, disrepair, neglect, and lack community support and school pride.

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